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ABSTRACT

This handbook is intended to assist school media specialists, librarians, and audiovisualists in planning for the development of a program that will guide students to become effective, independent learners and will help teachers to become stimulating and innovative instructors. The quantitative guidelines presented are arranged in three phases to enable Iowa schools to develop both short and long range goals for secondary media programs. Three goals or phases are specified for each of the following planning areas: professional and support staff, quarters and facilities, materials collection, professional staff materials collection, budget, equipment, and furniture. A bibliography is provided. (FM)

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Plan for Progress
. . . in the media center

7-12

Revised 1980

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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"... guidelines for development of media centers in Iowa's secondary schools."

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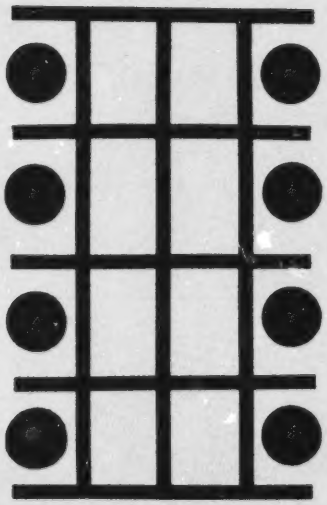
Plan for Progress
. . . in the media center

7-12



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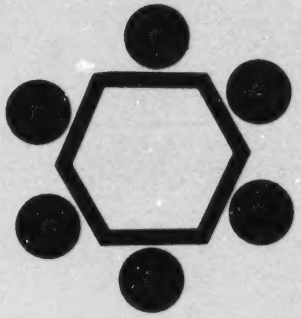


Preface

This handbook is a revision of one originally prepared in 1970 by a committee composed of administrators, librarians, and audiovisual specialists under the direction of the Department of Public Instruction. It was revised by a committee including a school superintendent, elementary and secondary school media specialists with library and audiovisual specialization, a district and an Area Education Agency Media Center (AEAMC) media specialist and an instructor in a university library science program. Its purpose is to establish guidelines for the development of 7-12 media centers in Iowa's schools.

A broad concept of services, personnel, equipment, materials, physical facilities, and school-community coordination has been outlined. This is the second of four publications in the *Plan for Progress in the Media Center* series. The others are *Plan for Progress in the Media Center, K-6; Plan for Progress in the Media Center, Facilities;* and *Plan for Progress in the Media Center, District and AEA*. Since this publication could not be designed as a detailed manual for administering a school media program including district and area services to that program, the bibliography lists books and periodicals that will be helpful in planning, developing, and administering a media center. *Media Programs, District and School*, prepared jointly by the American Association of School Librarians (American Library Association), and the Association for Educational Communication and Technology, is a more specific guide in this area.

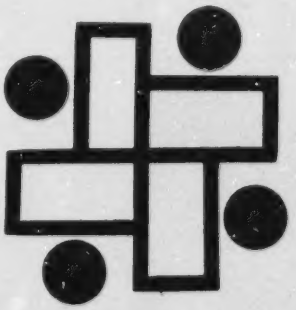
Introduction

"guide students to become effective and independent learners. . ."

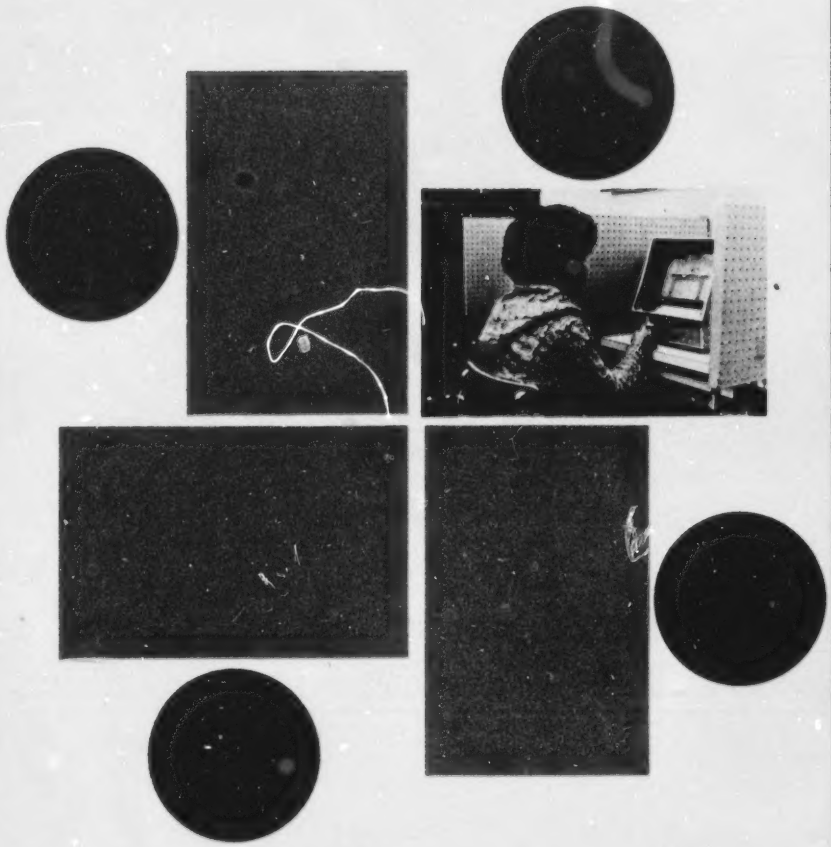
Today, educational philosophy recognizes an educated individual as one who has learned how to learn—to think and to use methods of disciplined inquiry in examining and exploring ideas—as opposed to one who has memorized facts. To meet the need implied in this philosophy, instructional methods within a curriculum will, of necessity, stress individual learning and independent study. The media center staff must fuse resources and services into a program which will guide students to become effective and independent learners and assist teachers to become stimulating and innovative instructors.

Plan for Progress in the Media Center, 7-12 has been developed to assist school media specialists, librarians and audiovisualists in planning for the development of such a program. The quantitative guidelines have been arranged in three phases to enable Iowa schools to develop both short and long-range goals for secondary media programs. It is recommended that not more than three years should be allowed to achieve each of the three phases.

The term *media center* is used throughout this handbook to designate a centralized collection of materials, equipment and services with a staff of professional personnel working closely with teachers and administrators. There are many other terms for such a center; for example, library, library media center, media library, instructional materials center, library/instructional materials center, learning resource center, and multi-media center. Regardless of the terminology used, all secondary schools in Iowa are urged to meet the standards set forth in this handbook.



The Media Center...

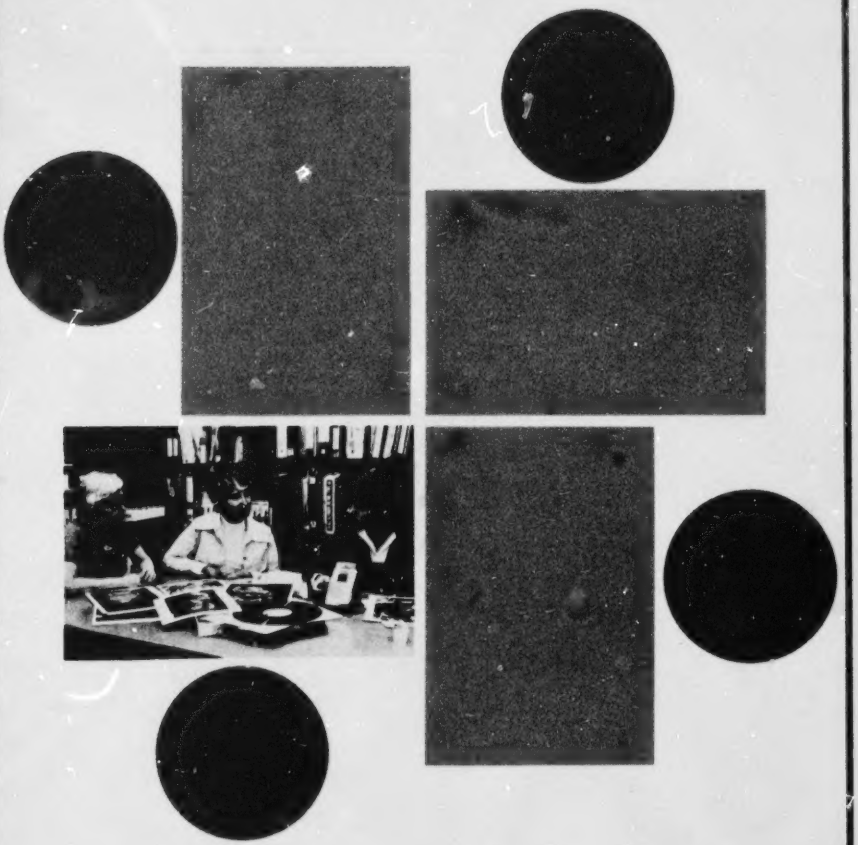


serves students by:

- Establishing an environment for learning
- Maintaining a wide selection of media* at different levels of ability and interest
- Organizing materials and equipment for quick, easy accessibility
- Providing efficient areas for individual and group study
- Contributing to the development of skills in reading, viewing, listening, evaluation, and communication
- Providing guidance in selection and use of appropriate media
- Assisting and developing skills in production of special materials
- Providing opportunities for independent or self-directed learning
- Teaching how to find and utilize outside sources for additional information
- Acting as liaison to outside libraries and information sources such as Area Education Agency Media Centers (AEAMC's), public libraries, and the regional public library system

*Print and nonprint materials including books, magazines, filmstrips, records, tapes, films, pictures, programmed instruction, educational games, and other learning materials, not considered as classroom text materials

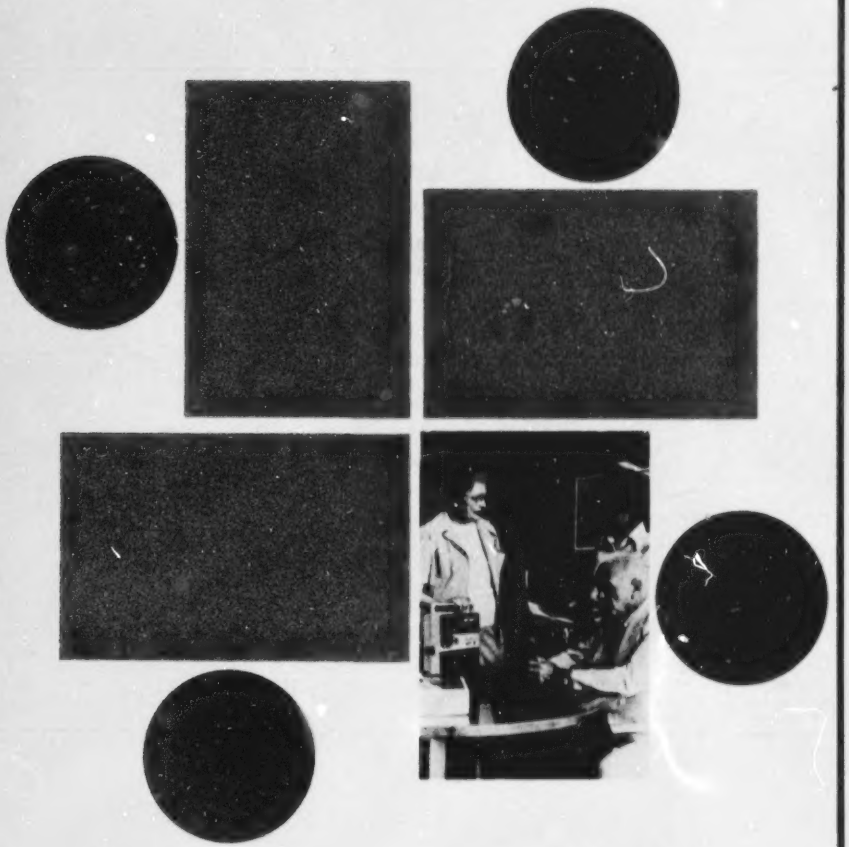
The Media Center...



serves teachers by:

- Cataloging all instructional media that are available in the building
- Providing a professional library
- Assisting in selection and accumulation of materials to support learning objectives, including participating in curriculum development and text selection activities
- Assisting in the planning and production of various learning materials
- Providing information on available outside resources and acting as liaison between teachers and the AEA media centers, and other library and information networks or services
- Aiding in correlation of unit materials and activities
- Providing information on new materials and techniques
- Providing inservice training, including methods of using and evaluating materials and techniques
- Providing examination and previewing facilities
- Scheduling materials and equipment for maximum use
- Providing the opportunity to make recommendations of materials to meet user needs

The Media Center...



serves administrators by:

- Providing central purchasing and careful selection of learning materials and equipment
- Maintaining a constant and complete inventory of all learning materials and equipment
- Providing inservice training
- Avoiding needless duplication of learning materials
- Maintaining a central collection of statistical data, area facts, buying guides, and other pertinent information
- Serving as liaison with the AEAMC and other library and information networks and agencies
- Providing examination and previewing facilities
- Maintaining circulation-utilization records
- Providing central distribution of materials and equipment
- Supporting the total school curriculum
- Providing continuous orientation to new ideas
- Simplifying maintenance of equipment
- Providing a centralized area for production of instructional materials
- Participating in the planning and development of buildings and classrooms for effective learning

Staff

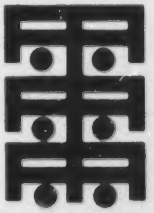
"The professional person. . . initiates services which change a room full of materials into a well-functioning center of learning."

An adequate qualified staff is necessary if a media center is to become an integral part of the school. The staff should include both professional and support personnel. A job description should be written to define the details of each position in every school district.

Professional Staff

The professional person is one of the most vital components of a media center. This person initiates the services which change a room full of materials into a well-functioning center for learning. The media professional provides guidance in the selection of materials to be used and purchased; organizes the materials, equipment, and space for maximum use; provides instruction in the use of the center and its contents; aids teachers in planning and preparing materials for their individual class use; serves on curriculum and textbook committees as a materials specialist; and helps organize inservice training for teachers. The media professional enjoys working with students and is capable of working with a wide variety of adults.

The first professional staff member should be a school media specialist trained in both the library and audiovisual fields, having the same



general educational background as other teachers and being certificated by the Department of Public Instruction.

When additional professional persons are added to the staff, their training and background should strengthen and complement the first professional's training and background. One of the professionals should be designated as head of the center.

Support Staff

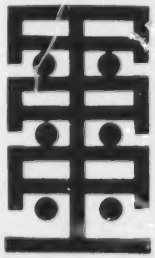
Non-certificated personnel free the professional staff from clerical tasks and may provide specialized support services. Two broad classifications of support personnel are clerks and technicians.

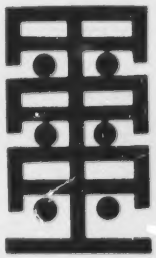
Media clerks can perform the following tasks:

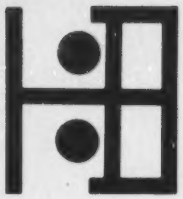
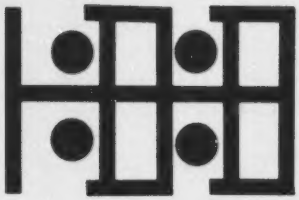
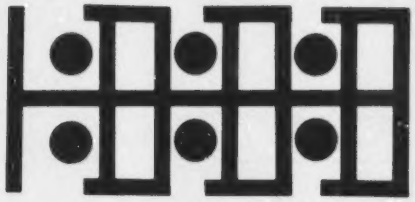
1. Typing
2. Keeping records
3. Sending notices
4. Opening mail
5. Handling office circulation routines
6. Reading shelves
7. Shelving and filing materials
8. Inspecting and repairing films
9. Mounting pictures and transparencies
10. Maintaining appearance of center
11. Repairing minor damage to print materials

The training of a clerk is done primarily on the job, but office experience and typing skills are prerequisites.

Technicians are support personnel who have special training in the fields of graphics, information and materials processing, television, photography, and equipment repair. The services to be offered by the media center will determine the type of technicians needed.





Phase I_____ Phase II_____ Phase III_____

Professional Staff

(Phases or goals to attain by the end of successive three year periods)

Phase I	Phase II	Phase III
1-499 pupils - 1 professional person 500-749 pupils - 1½ professional persons 750-999 pupils - 2 professional persons	1-399 pupils - 1 professional person	1-249 pupils - 1 professional person
1 additional professional person for each additional 500 pupils or major fraction thereof	1 additional professional person for each additional 400 pupils or major fraction thereof	1 additional professional person for each additional 250 pupils or major fraction thereof

Professional personnel must have teaching certificates with appropriate endorsement.

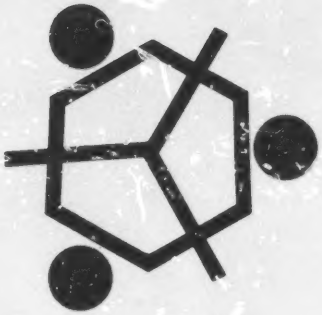
Head professional should have a master's degree in library science and audiovisual education.

School districts with several school attendance centers will find it advantageous to employ a media center coordinator for the district.

Support Staff For each professional staff member, two equivalent support persons.

Quarters and Facilities

". . .a wide variety of activities will take place in the media center. . ."



The location of the media center will vary according to existing facilities. It should be as centrally located as possible to provide maximum accessibility to students and teachers. A central facility does not preclude the possibility of satellite centers or other arrangements for decentralization within the building. However, such centers should be considered only in the largest secondary schools. Whether the media center is in an existing building or planned in a new structure, consideration should be given to future expansion as the enrollment and program may demand. It is vital that professional media consultative services be obtained before educational specifications are submitted to an architect. Consultative services are available from such agencies as the AEAMC's, the DPI, and the universities.

The media center should be an attractive facility which students and teachers enjoy using. Since a wide variety of activities will take place in a media center, several areas should be kept in mind:

1. Study area to include space for browsing, listening, and viewing by individuals, small groups, and large groups (allow 40 sq. ft. per student)
2. Office area for professional personnel
3. Central work area for cataloging and processing new materials and for maintaining present materials and equipment
4. Central production area to accommodate materials and equipment needed for production of instructional materials
5. Faculty area including professional collection and conference facilities
6. Storage area with space for shelving magazines and other materials
7. Storage for equipment

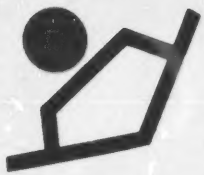
School districts with several attendance centers may find it advantageous to provide certain services from a central location. The electrical system should be designed to provide effective lighting in each activity area, adequate light control for many types of viewing activities, and an adequate number of grounded electrical outlets in all areas. Ability to receive television signals should be provided.

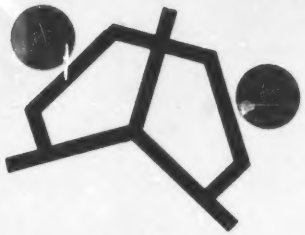
At least one telephone outlet should be located in the office area.

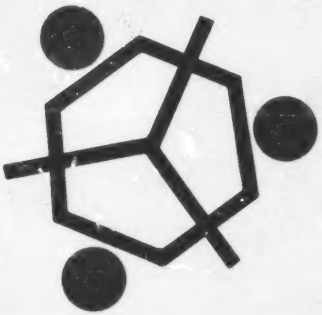
Light switches, electrical outlets, fire extinguishers, telephones, and thermostats should be located so as not to take up space needed for shelving or storage.

Movable shelving permits flexibility in arrangement and allows the floor space to be used in a variety of ways.

The floor and ceiling should be acoustically treated for noise control.







Phase I

Print and nonprint materials combined into an integrated media center program

Existing space, remodeled quarters, or new facilities to meet the needs of the materials collection and services in a combined media library program, preferably with space to seat the largest class plus 10

Storage space provided

Professional collection housed somewhere within building

Production area provided

Phase II

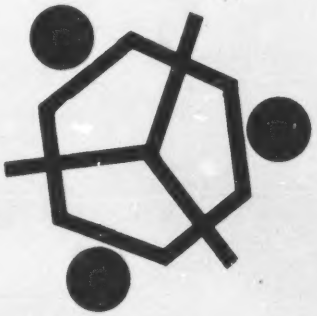
Print and nonprint materials combined into an integrated media center program.

Facilities to meet the needs of the materials collection and program of services in a combined media library program including:

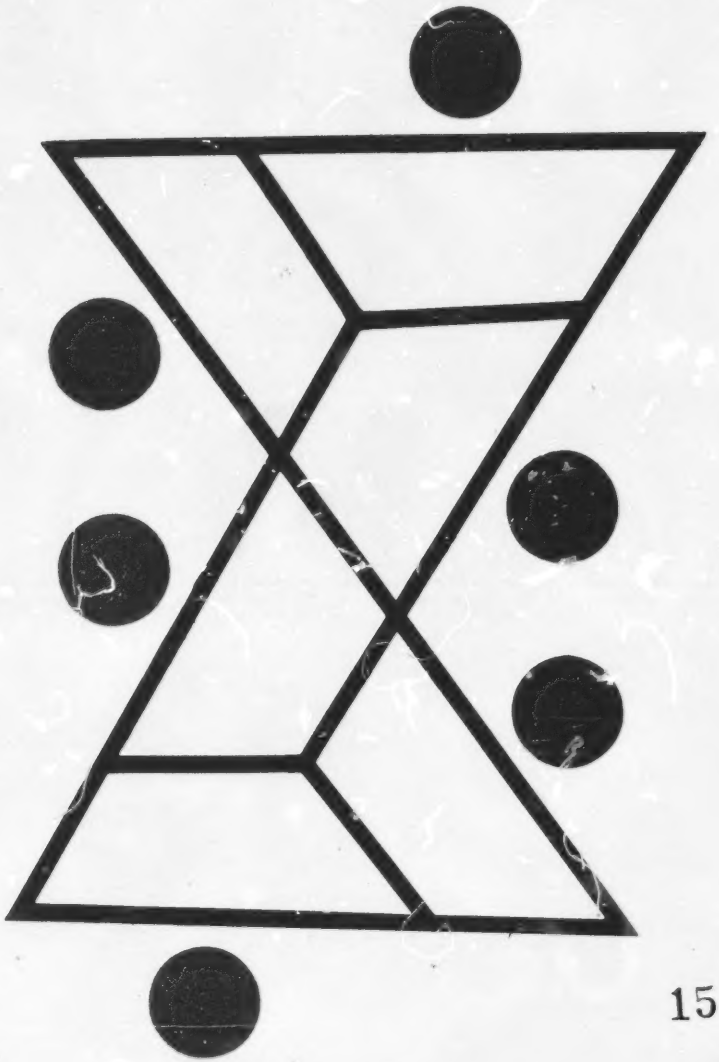
1. Space to seat 40 students plus 5% of the school enrollment in the reading area
2. Adequate space to house and store materials
3. Office and work area(s)
4. Viewing and listening area(s)
5. Individual viewing and listening stations
6. Conference rooms
7. Production area
8. Professional collection area
9. Provisions for expansion

Phase III

New or remodelled quarters expanded to provide a program of superior service as set forth in the joint American Association of School Librarians (Division of American Library Association), and Association for Educational Communication and Technology, *Media Programs, District and School*

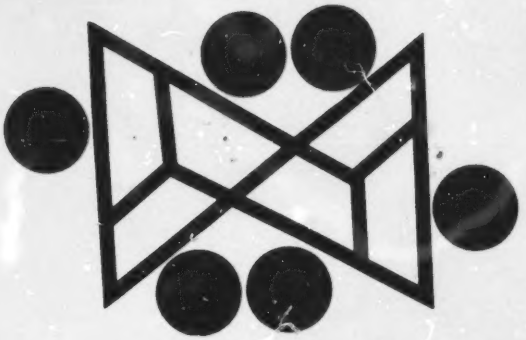


Materials Collection



A balanced, up-to-date collection of materials is essential to a media center even in its beginning stage. These materials should be carefully selected by a media professional working closely with teachers and consulting authoritative selection aids to determine the quality of the materials. The collection should be tailored to the needs of the students and to the curriculum of each school. Constant evaluation of materials by all users will result in a highly effective and qualitative collection.

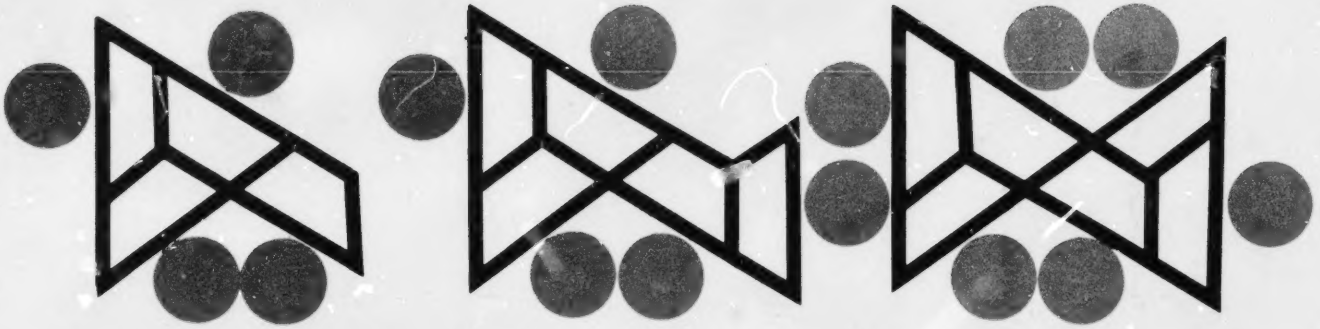
To guide this selection process, to protect the intellectual freedom of school media specialists, teachers and students, and to guard against unwarranted censorship of materials, a selection policy and procedure statement should be developed and adopted by each school district. This statement should include guidelines for selection of multicultural, nonsexist materials.



	Phase I	Phase II	Phase III
Books	At least 8,000 volumes representing 7,000 titles or 12 books per pupil, whichever is greater	9,000 volumes representing 8,000 titles, or 15 books per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests	10,000 volumes representing at least 9,000 titles or 20 volumes per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests
Magazines	Jr. High 75 titles Sr. High 100 - 125 titles	Jr. High 75 - 100 titles Sr. High 125 - 150 titles	Jr. High 100 - 125 titles Sr. High 150 - 175 titles
	Unabridged Reader's Guide recommended; other necessary magazine indexes and duplication of titles and indexes as required		
Newspapers	6 titles	6-10 titles	10 titles At least one local, one state, and one national newspaper to be represented in the collection
Vertical file material	Pamphlets, government documents, catalogs of colleges and technical schools, vocational information, clippings, pictures, and other materials appropriate to the curriculum and student interests		
16mm Films	Access to Area Education Agency Media Center titles supplemented by titles from rental and other film libraries		
Video recordings	Access to sufficient quantity to meet the needs of the curriculum		

	Phase I	Phase II	Phase III
Filmstrips	500 titles or 1 per pupil, whichever is greater	750 titles, representing 1,000 prints or 2 prints per pupil, whichever is greater	1,000 titles, representing 1,500 prints or 3 prints per pupil, whichever is greater
Audio recordings (Tapes and discs)	600 titles or 2 per pupil, whichever is greater	800 titles or 3 per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests	1,000 titles or 4 per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests
8mm films	No specific recommendation		
Globes	At least 1 globe per 5 teaching stations[1] and 2 in the media center; in addition, special globes to be available in the media center		
Maps	1 map for each region studied and special maps (economic, weather, political, historical, and others) for each area studied; duplicate maps available for each class section requiring maps at the same time, the number of duplicates to be determined by sections of students and the availability of maps on transparencies and filmstrips; wall maps for teaching stations		
Transparencies	Sufficient quantity to meet the needs of the school curriculum		

[1]A teaching station is assumed to be a classroom or group of approximately 24 students



Phase I___ Phase II___ Phase III___

Slides
(All sizes of slides)
Sufficient quantity to meet the needs of the school curriculum .....

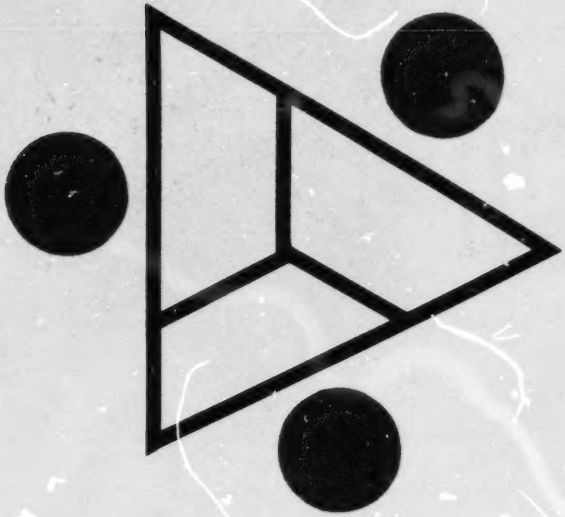
Art Prints
(Reproduced in color or art works)
Sufficient quantity to meet the needs of the school curriculum .....

Replicas, art objects
Sufficient quantity to meet the needs of the school curriculum .....

Models, educational games, kits, realia, dioramas
Sufficient quantity to meet the needs of the school curriculum .....

Microform
Periodicals, newspapers, and materials on curriculum topics as needed .....

Professional Collection



A minimal collection of print and nonprint materials should be housed in each building and be easily accessible to all staff members. The building collection should emphasize current materials and basic reference tools while the district, AEAMC or Cooperative Network of Inservice Resources (CNIR) collections would contain such items as examination copies of textbooks and specialized materials in various fields of education.

Materials to include in a building professional collection:

Professional books and magazines

Courses of study and curriculum guides

Community resources guides

Textbooks and teachers' manuals for basic and supplementary materials used within the system

Films, filmstrips, recordings, and other nonprint materials

Pamphlets

Information and announcements of workshops, college courses, institutes, etc., for continuing education

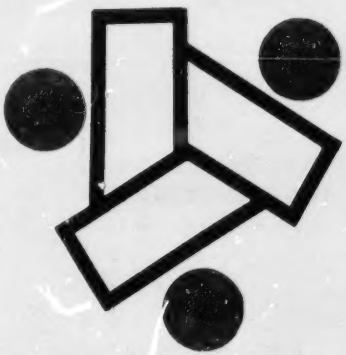
Professional organizations' newsletters, meeting announcements, and miscellaneous releases

Government documents

An annual budgetary allocation will provide for an adequate collection and for keeping it up to date. Faculty members should be consulted for recommendations of materials to include.

Phase I	Phase II	Phase III
75 books (titles)	100 books (titles)	150 books (titles) and more as needed
10 magazines	20 magazines	30 or more magazines
Audiovisual materials, pamphlets, etc., as needed	Audiovisual materials, pamphlets, etc., as needed	Audiovisual materials, pamphlets, etc., as needed

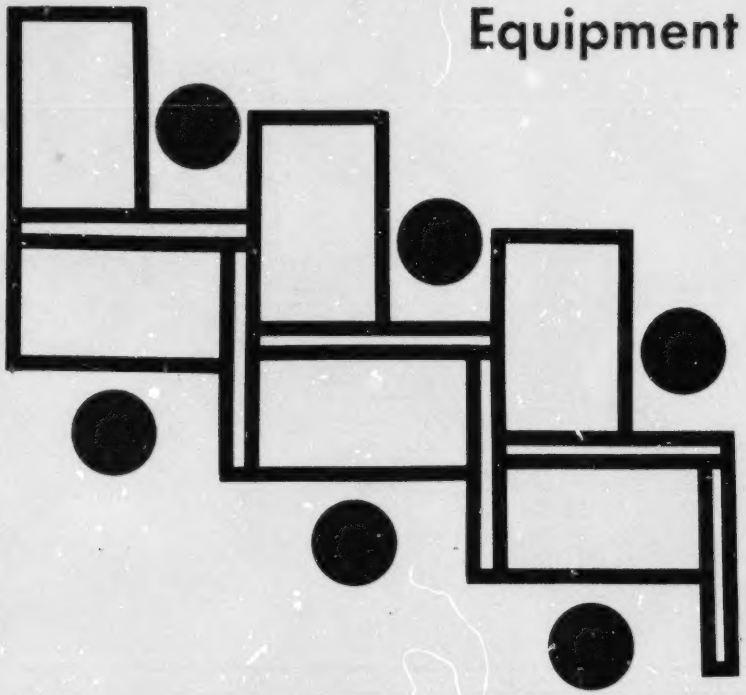
Budget



An annual budgetary allowance should be provided by the school district to maintain and improve the collection of materials and equipment for each school media center. Sufficient quantities of materials and equipment to meet each phase requirement should be purchased through capital outlay. The normal annual budgetary allowance for instruction provides for maintenance and improvement only.

	Phase I	Phase II	Phase III
Materials	1 per cent of the current state average per pupil cost (including operational costs) as per pupil expenditure to maintain the collection; sufficient capital outlay to reach Phase I	2 per cent of the current state average per pupil cost (including operational costs) as per pupil expenditure to maintain the collection; sufficient capital outlay to reach Phase II	3 per cent of the current state average per pupil cost (including operational costs) as per pupil expenditure to maintain the collection; sufficient capital outlay to reach Phase III
Equipment	Sufficient yearly allocations to reach and maintain the goals of each phase		
Supplies	Sufficient yearly allocations to provide adequate quantities of supplies to handle all materials and equipment		

Equipment

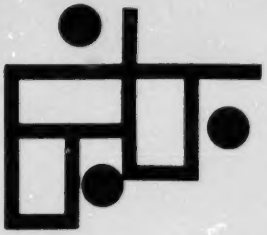


Several factors such as central distribution, the number of floors in a building, an elevator in multi-level buidings and closed-circuit devices, may affect the amount of audiovisual equipment needed by a school. Compatibility with available materials and between devices used in combination with each other is desirable. Standardization of certain items will reduce supply and maintenance problems and simplify training in equipment operation. Accessibility of equipment affects its use.

In the case of closed-circuit devices, plans must be made so that the individual classroom will receive the service it needs at the appropriate time. Iowa schools may add flexibility to the state educational television network by taping these and other programs off the air and playing them back when desired.

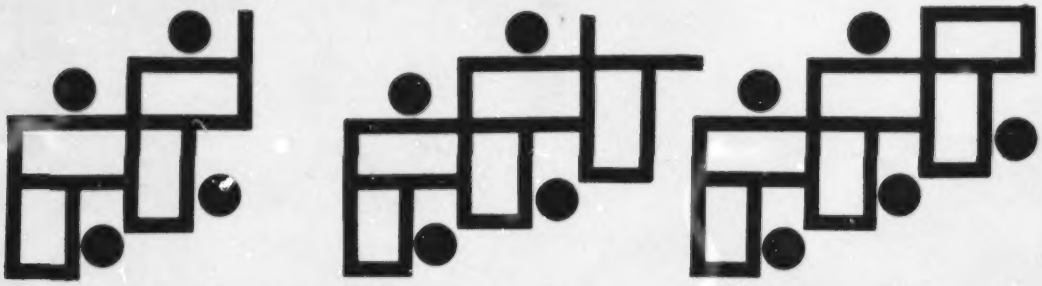
A carefully planned program will provide for optimum use of equipment presently available and, at the same time, allow sufficient flexibility to make use of innovations as soon as they have demontrated their worth in the improvement of instruction.

The equipment listed in these guidelines is a minimum recommendation, and schools should feel free to expand in those area where their particular needs are greatest. It is assumed that all equipment would be part of the school media center inventory and would be housed there unless needed on a long term basis in a classroom.



	Phase I	Phase II	Phase III
16mm projectors	1 per 10 teaching stations[1] or 1 per floor plus 2 in media center	1 per 6 teaching stations plus 2 in media center	1 per 4 teaching stations plus 2 in media center
Video tape recorders & playback units	1 unit per 15 teaching stations, or 1 unit per floor whichever is greater, of which at least 1 is a VTR[2]	1 unit per 10 teaching stations, or 2 units per floor whichever is greater, of which at least 1 is a VTR	1 unit per 2 teaching stations, or 2 units per floor whichever is greater, of which at least 1 is a VTR
8mm projectors	1 per building	1 per building plus additional units as needed	1 per building plus additional units as needed
2x2 slide projectors, (remotely controlled)	1 per 10 teaching stations plus 1	1 per 5 teaching stations plus 1	1 per 3 teaching stations plus 3
Sound filmstrip, filmstrip, or combination filmstrip-slide projectors	1 per 5 teaching stations plus 1	1 per 3 teaching stations plus 2	1 per 2 teaching stations plus 4
Overhead projectors	1 per 2 teaching stations plus 2	1 per teaching station plus 1	1 per teaching station plus 2

[1]Teaching station is assumed to be a classroom or a group of approximately 24 students whichever is less.
[2]New and replaced units should be color.



	Phase I	Phase II	Phase III
Opaque projectors	1 per floor	1 per floor plus 1	
Filmstrip viewers (Sound and Silent)	1 per 2 teaching stations[1]	1 per teaching station plus 1	2 per teaching station plus 1
2x2 slide viewers	1 per building		
TV monitor (minimum 23" screen)[2]	1 per 15 teaching stations, or 1 per floor on cart, plus 2	1 per 5 teaching stations, or 2 per floor on cart, plus 2	1 per teaching station
Micro-projectors	1 per building		
Portable PA system	1 per media center	1 per physical education department plus 1 per media center	
Record players	1 per 15 teaching stations plus 1 in media center;	1 per 10 teaching stations plus 2 in media center;	1 per 5 teaching stations plus 2 in media center;
	Stereo equipment in music department		

[1]A teaching station is assumed to be a classroom or a group of approximately 24 students.
[2]New and replacement units should be color.

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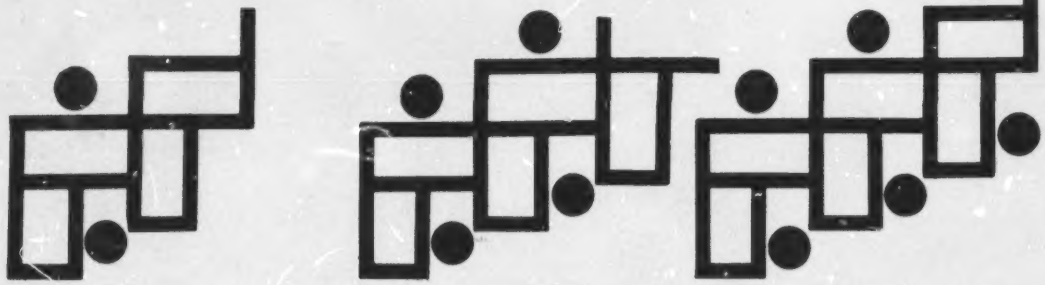
	Phase I	Phase II	Phase III
Audio tape recorders and playback units	1 per teaching station	1 per teaching station plus 5	1 per teaching station plus 10
Projection carts	1 per portable piece of equipment, purchased at the same time equipment is obtained, and equipped with power cords		
Listening stations	1 per 15 teaching stations plus 1	1 per 10 teaching stations plus 1; 1 set earphones per each piece of audio equipment for individual use	Additional sets required by instructional program
Projection screens	1 permanently mounted screen per teaching station, plus portable screens as needed. 70" x 70" screens with keystone eliminators are recommended		



	Phase I	Phase II	Phase III
Radio receivers AM-FM	1 in central distribution center, 1 per foreign language area plus 1 per media center	1 in central distribution center, 1 per foreign language area plus 3 per media center	
Microform readers	1 per media center	Equivalent of 1 per 10 teaching stations to be located in media center	Equivalent of 1 per 5 teaching stations to be located in media center
Microform reader printers	1 per media center, only if materials are available		
Wireless microphone	No specific recommendation	1 per building	
Computer terminal and/or mini-computers	Sufficient quantity to meet the needs of the curriculum		
Copy machines (photo, thermal)	1 per building	1 per building plus additional units as needed	
Duplicating machines (spirit, mimeo, offset)	1 per building	1 per building plus additional units as needed	

Items for Special Consideration

Large Group Instruction

If a large group instruction area is used, the following equipment may be considered:

- Student-teacher response system
- Rostrum with remote controls for room darkening, equipment operation
- Large wall screen, electric, 12' x 12'
- Equipment for rear screen projection
- Public address system
- Telephone jacks for use with telelecture and telewriter system; may also be installed in selected rooms throughout the building

Building Facilities

The following should be available throughout the building:

- All buildings should be equipped with a master antenna and closed circuit TV distribution system which will provide a standard 1,000 microvolt color quality signal in each instructional center from an ETV station in your area. The distribution system should permit insertion of a program from any classroom. The installation specification should be approved by the state ETV network engineer. The "head end" should permit insertion of video tape recorded programs and audio signals from AM and FM tuner. The system should include provisions for possible building expansion.

Equipment Needed for Local Production

Phase I

Drymount press and tacking iron
Large paper cutter
Spirit duplicator
Thermal copier
35mm camera
Copy lens
Strobe flash
Copy stand and light
Simple copy camera (Ektographic)
Instamatic camera with case
8mm or 16mm camera*
Equipped darkroom

Phase II

Primary or large type typewriter
Audio tape splicer
Film splicer(s) - 8mm & 16mm
Film rewind
Mechanical lettering device
Manual lettering kit
Work table
Drawing board
Transparency production kit
2 x 2 slide sorter
Tools for repair
Storage and check-out facilities

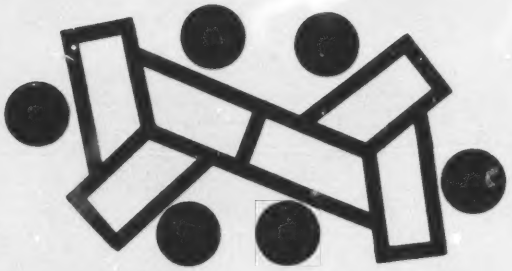
Equipment in Phase I
Instant Picture camera
35mm viewer
Light board
Photocopier
Slide reproducer
Slide file
Mimeograph
Stencil cutter
Bulk tape eraser
Refrigerator for storing chemicals and film

Phase III

Equipment in Phases I and II
Headliner
Copy camera (advanced)
Offset press
Audio duplicator*
Reel-to-reel
Cassette
Diazo copier

*Dependent upon size of school district and availability from district or regional media center.

Furniture



Standard library furniture from a reliable manufacturer should be considered for initial purchase. When facilities are expanded, additional furniture of the same style can be obtained, thus preserving a unified, pleasing appearance.

Card Catalog

Capacity estimate—1,000 cards per drawer—5 cards per item

- Drawers ..... in units of 15, 30, or 60
- Solid base preferred for 60-drawer units

Charging Desk Units

Book return	Cupboard
Card file	Desk
Charging	Open shelf

Corner display

- Depth ..... 26″
- Height ..... 39″
- Width ..... 30″-36″

Shelving

Capacity estimates (no shelving over 2/3 full)

Number of books per 3-foot when full:

- Books of average size 21-30
- Reference books 18

Periodical shelving

- Depth of shelves, straight across ..... 12″
- Depth of shelves, slanting ..... 16″

Shelving (continued)

- Depth of shelves, storage ..... 12″-15″
- Height of unit ..... 60″, 72″, 84″

Book shelving

- Depth ..... 8″, 10″, 12″
- Height of unit ..... 5'-7'
- Height of counter section ..... 30″-42″
- Space between adjustable shelves ..... 10″-10½″
- Thickness of shelf ..... 13/16″

Reference shelving

- Depth of shelves ..... 12″
- Height of unit ..... 42″
- Space between adjustable shelves ..... 14″-16″
- Width of section on centers ..... 3'

Tables (variety of height)

Carrels

- Depth of desk ..... 24″
- Height of desk ..... 29″
- Width of desk ..... 36″

Tables (standard tables are 60″, 72″ length)

Rectangular

- Height ..... 26″-29″
- Length ..... 60″, 72″, 90″, 120″

Tables (continued)

Width ..... 36″
Round (for variety only)
Diameter ..... 48″-60″
Height ..... 26″-29″
Square (not recommended)
Height ..... 26″-29″
Length ..... 42″
Width ..... 42″

Workroom Furniture

Shelving
Height ..... 6 shelves or 80″
Tables
Sitting height and standing height

Other Furniture

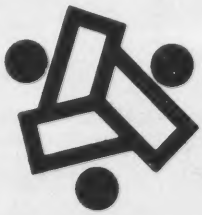
Atlas stand
Book trucks (shelved; depressible)
Catalog reference tables
(standing height)
Desk
Dictionary stands
Exhibit case
File cabinets (legal
Sized, with hanging folders)
Newspaper rack
Paperback display rack
Periodical index table
Record display bin
Seating (Lounge; study)
Swivel chairs (desk high)

Audiovisual Materials and Equipment Storage

Storage units for these materials and equipment are not as standardized as other library furniture, so specifications are not included. Whether audiovisual materials should be interfiled with books, housed separately with open access, or housed in limited access areas with back issues of periodicals is still a matter for debate and individual choice. Whichever choice is made, regular library shelving or a modification of such shelving is perhaps the most versatile storage available.

Many pieces of equipment are stored on carts. All equipment carts should be complete with 20' electrical assembly. Standard heights are:

42″ for use with motion picture, filmstrip, and slide projectors
34″ for use with opaque, filmstrip, and slide projectors
26″ for use with overhead projectors, record players, and tape recorders
16″ for use with overhead projectors (teacher seated)
24″ for use with small overhead
42″ - 54″ for use with television receivers



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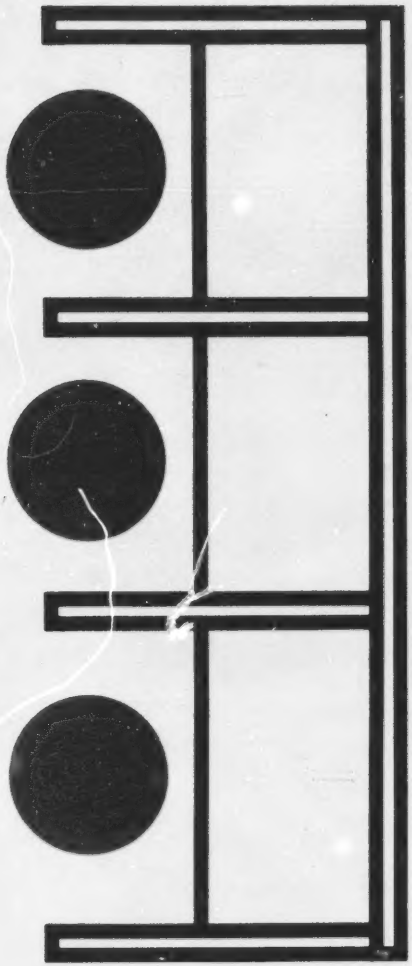

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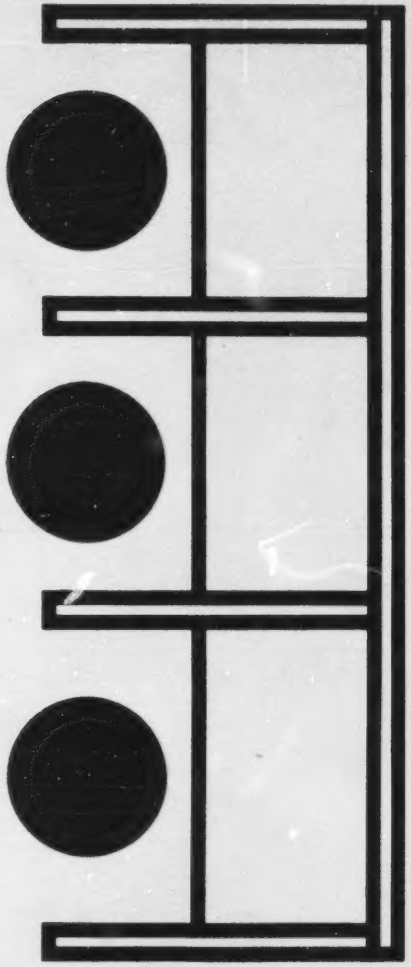

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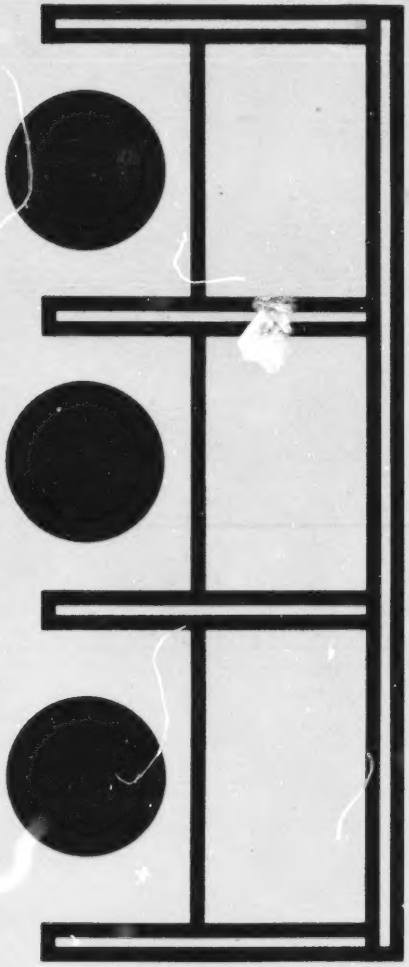

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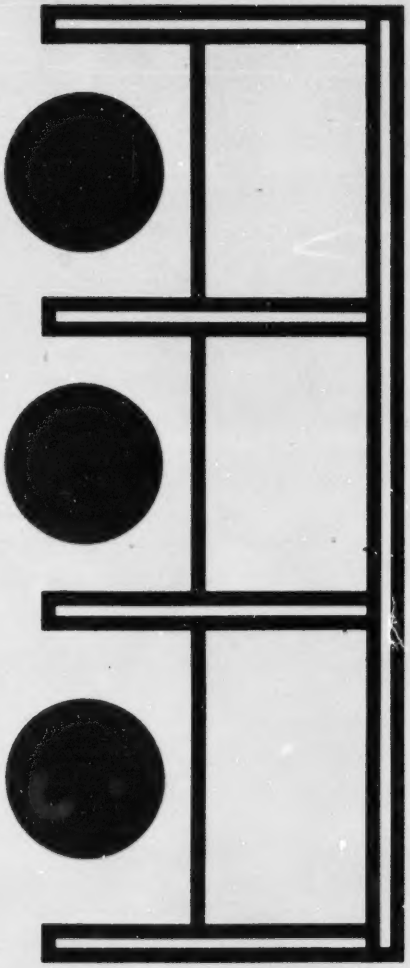

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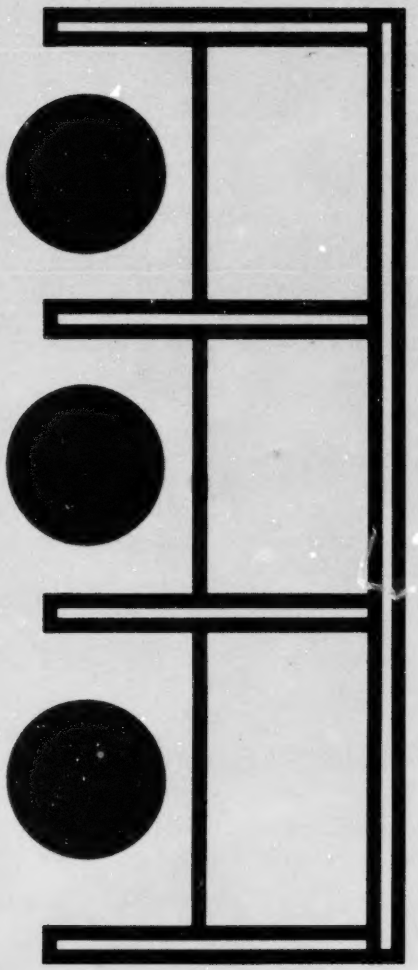

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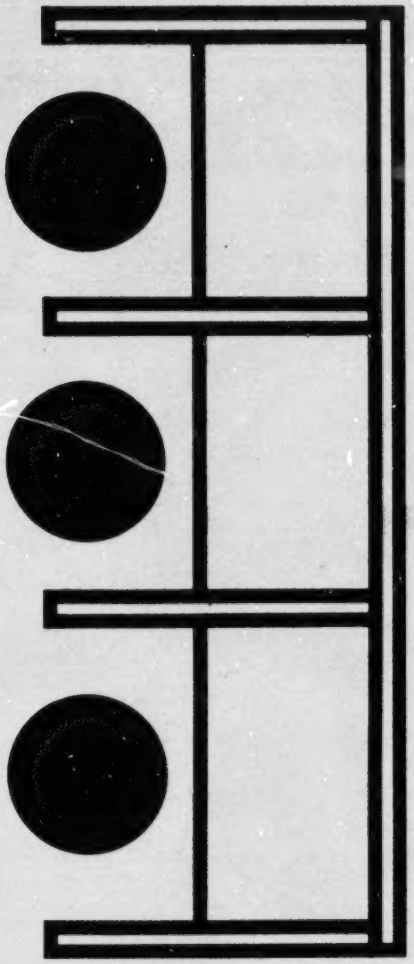

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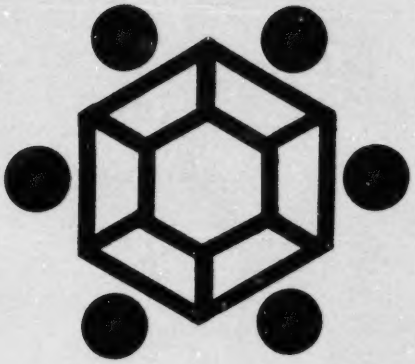

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7-12 MEDIA CENTER PLANNING GUIDE

To Accompany Plan for Progress . . . in the Media Center, 7-12, revised edition
Iowa Department of Public Instruction, Des Moines, Iowa, 1980.

This guide is designed to help school personnel plan for the development of individual school or building level media centers. It is based on Plan for Progress...in the Media Center, 7-12 and can be expanded or adapted to fit individual situations.

	Goals To be Achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
I. Staff: p. 7-9 Professional					
Support					
II. Quarters and Facilities: pp. 10-11 Size:					
Main reading-listening-viewing room					

	Goals To be Achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
Size (cont'd) Preview and listening area					
Conference or small group areas					
Office area					
Catalog and processing area					
Production area					
Faculty area					

	Goals To be Achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
Size (cont'd) Materials storage area					
Equipment storage area					
Group instruction area or classroom as part of center					
Lighting, acoustics, ventilation					
Provision for expansion					
III. Collection: **pp. 12-15** Books					

	Goals To be Achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
Magazines					
Newspapers					
Vertical file material					
16mm films					
Video recordings					
Filmstrips (sound and silent)					

	Goals To be Achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
Audio recordings (tapes and discs)					
8mm films					
Globes					
Maps					
Transparencies					
Slides					

	Goals To be Achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
Art prints					
Replicas and art objects					
Models, educational games, kits, realia, dioramas					
Microform					
Other					
IV. Professional Collection: p. 16 Books		41			

	Goals To be Achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
Magazines					
Audiovisual materials					
Pamphlets					
Other					
V. Budget: p. 17 Materials	Based on amount needed to maintain current collection and to reach goals established; break down by format, e.g. books, magazines, audiovisual materials, if desired				

	Goals To be Achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
Equipment					
Supplies					
VI. Equipment: pp.18-22 16mm projectors					
Videotape recorders and playback units					
8mm projectors					

	Goals To be Achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
2x2 slide projectors, remotely controlled					
Sound filmstrip projectors					
Combination filmstrip-slide projectors					
Overhead projectors					
Opaque projectors					
Filmstrip viewers					

	Goals To be Achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
2x2 slide viewers					
TV monitors					
Micro projectors					
Portable PA system					
Record players					
Audio tape recorders and playback units					

	Goals To be Achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
Projection carts					
Listening stations (portable)					
Closed circuit television					
Projection screens					
Radio receivers					
Microform readers					

	Goals To be Achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
Wireless microphones					
Computer terminals and/or mini-computers					
Copy machines (photo and thermal)					
Duplicating machines (Spirit, mimeo, offset)					
VII. Production Equipment: p. 22-23 Drymount press and tacking iron					
Paper cutter					

	Goals To be achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
Spirit duplicator				45'	
Mimeograph					
Offset press					
Thermal copier					
Photo copier					
Diazo copier					

	Goals To be Achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
35mm camera					
Close up or copy lens					
Strobe flash					
Copy stand and light					
Copy camera simple (Ektographic) and/or advanced					
Instamatic camera with case		49			

	Goals To be Achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
8mm or 16mm camera					
Instant picture camera					
Equipped darkroom					
Primary or large type typewriter					
Mechanical lettering device					
Manual lettering kit					

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	Goals To be Achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
Headliner					
Stencil cutter					
Work table					
Drawing board					
Light board					
Transparency production kit					

	Goals To be Achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
2x2 slide sorter					
35mm viewer					
Slide reproducer					
Slide file					
Film splicer(s) 8mm and 16mm					
Film rewind					

	Goals To be Achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
Audio tape splicer					
Bulk tape eraser					
Audio duplicator, reel to reel; cassette					
Tools for repair					
Storage and check-out facilities					
Refrigerator for storing chemicals and film					

	Goals To be Achieved	Where we now stand	To be achieved by (date)	To be achieved by (date)	To be achieved by (date)
Other					
VIII. Furniture: pp. 24-25 Card catalog					
Charging desk units					
Shelving (general)					
Shelving (periodical)					
Shelving (reference)					

	Goals To be Achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
Shelving, files, cabinets (special types for particular media)					
Tables					
Carrels					
Chairs					

	Goals To be Achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
Casual or lounge furniture					
Workroom furniture					
IX. Services: pp. 4-6 Centralizing collection	Use guidelines to plan and develop a program of services for students, teachers, administrators, and community. A partial and suggested list would include:				
Cataloging					

	Goals To be Achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
Developing and maintaining wide selection of materials and formats					
Assisting and instructing students in use and evaluation of materials					
Inservice training for teachers in use and evaluation					
Assisting in planning and production of materials					
Assisting in selection and accumulation of materials for specific unit					
Assisting in correlation of activities and materials for unit					

	Goals To be Achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
Providing information on new materials and techniques					
Scheduling materials and equipment for maximum use					
Maintaining records					
Serving as liaison between teachers and students (patrons) and AEA and other library and information networks and services					
Other					